

ANDERSON EL

Campus Improvement Plan

2023/2024



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DMAC Solutions ®

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Vision

Lufkin...your best choice for education!

Mission

To educate and equip all students for success through exceptional learning experiences

Beliefs

We believe Lufkin ISD staff is our greatest asset.

We believe all students can learn.

We believe Lufkin ISD achieves higher levels of performance through clearly defined goals with high expectations for all students.

We believe Lufkin ISD must continually progress in everything we do.

We believe Lufkin ISD is the district of choice.

We believe our community's involvement and diversity are essential for maximizing student learning.

Lufkin ISD

Goals & Objectives

Goal 1: Demonstrate sustained growth in student academic achievement

- Objective 1: Improve, sustain, and support academic student performance at or beyond grade level
- Objective 2: Improve, sustain, and support student attendance and decrease truancy
- Objective 3: Improve, sustain, and support the graduation rate and prepare college/career-ready students

Goal 2: Provide all students and staff members with a safe, healthy, supportive learning environment

- Objective 1: Provide a safe and secure environment for students and staff
- Objective 2: Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)
- Objective 3: Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Goal 3: Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

- Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens
- Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children
- Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

ANDERSON EL Site Base

Name	Position
Reid, Heather	Principal
Huffty, Andrew	Andrew Huffty
Jansen, Donna	Community Member
McMullen, Lydia	Instructional Coach
Charanza, Tracey	Teacher
Thornton, Juliana	Teacher
Duncan, Barrett	Teacher
Harrell, Teneesha	Special Education Teacher
Kassaw, Kim	District Representative
Smith, Liza	Parent

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Students show desire to learn
- Streamlines district-wide curriculum to combat high level of inner-district mobility rate
- 21st Century Grant After School Program for any student that needs extra support or extension with academics and social/creative experiences
- Campus enrollment is steady
- Student/teacher ratios is stable

Demographics Weaknesses

- Increase in low SES population
- Increase in special program population (SPED, 504, Emergent Bilingual, dyslexia, etc.)
- Increased student to teacher ratio for special populations compared to previous years (Approximately 60% of the students are served through SPED, EB, Dyslexia, or RTI)
- Few teachers with ESL certification to support the Emergent Bilingual students
- Mobility rates continue to surpass state and district averages

Demographics Needs

- Educate teachers on the need and process for obtaining an ESL certification
- Need highly qualified certified teachers
- Provide professional development for strategies for supporting special populations such as students served in Special Education and Emergent Bilinguals services
- Fully staffed with instructional assistance
- Provide real-world experiences such as exposure to community and its needs and authentic learning experiences
- Small group instruction to support needs of special populations and interventions

Demographics Summary

Given the campus's increase in its unique demographic makeup, the needs assessment will focus on addressing specific challenges faced by students served in campus programs, such as tailored teaching approaches, accessible facilities, and appropriate support services to ensure their academic success and overall well-being. The population

Comprehensive Needs Assessment

Demographics Summary (Continued)

of low socioeconomic status students (SES) and emergent bilingual students is also increasing, which prompts a need to provide professional development focused on increased awareness and equipping teachers with effective strategies for implementing real world experiences and strategies.

Student Achievement

Student Achievement Strengths

- 3rd Grade Reading and Math STAAR performance at or above district and region average
- 4th Grade Reading STAAR performance at or above district and region average
- 5th Grade Math STAAR performance at or above district and region average

Student Achievement Weaknesses

- 4th grade math
- 5th grade RLA
- New teachers with little classroom experience require modeling and coaching to enhance instruction.
- The academic performance of African Americans and special education sub population are underperforming on STAAR in math and reading.
- Academic support at home to enhance academic achievement.

Student Achievement Needs

1. Focus on critical reading, stamina, and pacing
2. Focus on modeling/coteaching with IC/mentor on Tier 1 instructional lessons to increase student achievement and close the gap.
3. Targeted reading and math interventions
4. STEAM activities to promote higher level thinking
5. Tutorial services for targeted populations
6. Parent involvement in academic strategies that can be practiced at home.
7. Professional development to provide strategies to engage all types of learners.

Student Achievement Summary

Comprehensive Needs Assessment

The academic performance of African-American students and students served in special education indicate underperformance, highlighting the need for targeted support with these sub populations. Addressing these challenges requires a comprehensive approach including targeted interventions for underperforming grades/subjects, professional development for new teachers, and tailored support for underperforming sub populations, all of which can significantly contribute to overall academic achievement. Additionally, a home-based academic support system to enhance learning outcomes is also key to improving the performance of all students. The campus will provide several opportunities for families to be involved with academics to bridge the support system beyond the school, which include: parent information night, open house, fall fun night, parent conferences, PTA, parent academy/STAAR academic night, campus awards, field day, field trips, Grandparents Day, Veteran's Day, etc.

School Culture and Climate

School Culture and Climate Strengths

- Staff believe in the campus, each other, and in our students. Anderson is "like a family."
- Campus has a climate for character building, high academic and social expectations
- Student/Teacher relationships are strong
- Rewards and incentives for following the Eagle Way for students
- Remind App used for campus/district information
- Campus events held to provide parent engagement opportunities
- Increased presence of School Resource Officer on campus
- Movement lab and Refocus room

School Culture and Climate Weaknesses

- Increased need in parent and community involvement
- Increase and consistency needed in expectations for students
- Increase in campus safety - complete and compliant fencing or safety screen
- Need practice, conversation, and scenarios training in safety plans/drills

School Culture and Climate Needs

- Campus protocols and behavioral intervention techniques to be paired with the SEL program and used campus wide to support high behavior expectations.
- Campus wide expectations set and displayed across the campus
- Consistency of the PBIS program, led by the assistant principal and counselor, will occur in an effort to improve

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

- attendance, behavior, and academic motivation for all students.
- PBIS rewards and incentives to improve attendance, behavior, and motivation for all students.
- Attendance procedures in place to get absence excuses and doctors notes to avoid truancy and encourage student attendance.
- Volunteers and mentors will be utilized, to target those economically disadvantaged students who continue to struggle academically and behaviorally.
- Create a timeline for PTK and establish an active board with elected officers.
- Safety and security protocols in place with regular monitoring and drills

School Culture and Climate Summary

Anderson places an emphasis on fostering parent and community involvement as a cornerstone to academic success. This collaboration enriches the overall experience for our students and families. Rigorous safety measures have been implemented to create a secure atmosphere for students, staff, and visitors, demonstrating the campus commitment to involvement and safety.

Clear and consistent campus expectation system, PBIS for student behavior is put into place promoting a positive learning environment is a proactive approach to desired behavior. This system is complimented with a rewards system, which recognizes and reinforces students' efforts and achievements.

By combining these elements, the campus aims to cultivate a supportive community that not only prioritizes safety but also nurtures the growth and success of every student.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- Mentor teachers for first year teachers
- Grade level PLC and planning time on Wednesdays
- Campus Instructional Coach to support all teachers with curriculum and instruction
- District directors support
- Opportunities for virtual professional development after school

Staff Quality, Recruitment and Retention Weaknesses

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

- Some discrepancy in staff and student demographics
- Few teachers are ESL certified in addition to content certification
- Retention of paraprofessionals

Staff Quality, Recruitment and Retention Needs

- The leadership team will work with the HR department to recruit highly qualified minority staff members that better reflect the demographics of the campus student population.
- ESL certification for additional staff members and EB training for all certified teachers
- Training for paraprofessionals and opportunity for professional growth.

Staff Quality, Recruitment and Retention Summary

Paraprofessional staff lacks training and professional growth opportunities, which leads to feeling overwhelmed and under appreciated. Recognition of these professionals is needed to retain these valued members of the staff. The staff demographics do not align to the student demographics and there is a decline in the number of teachers that hold an ESL certification. Efforts should be made to increase the diversity of staff, as well as, create opportunities for staff to become highly qualified with a certification in ESL to support our EB students.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- TEKS Resource in Reading and Math
- Ongoing professional development in PLCs and after school weekly meetings
- Instructional feedback is given for strengths and areas of improvement
- Instructional Coach and district C&I directos provide curriculum support
- Response to Intervention is embedded into master schedule (PAWS)
- Supports in listening, speaking, reading, and writing are given to EB students weekly

Curriculum, Instruction and Assessment Weaknesses

Comprehensive Needs Assessment

- Follow through with making appropriate instructional modifications based on student data
- Active engagement strategies
- Scaffolded questioning and questioning techniques to support the diverse population of learners
- Culturally appropriate and relevant instructional material and practices that reach a diverse population

Curriculum, Instruction and Assessment Needs

1. Weekly grade level campus and district meetings in content areas
2. Scope and sequence, ELPS, and TTESS domains reviewed during instructional planning in grade level weekly sessions to promote Tier 1 instruction campus-wide.
3. Campus schedule of weekly grade level meetings, Professional Learning Communities (PLCs) and vertical teaming based on the district teaching and learning framework.
4. Staff participation in curriculum updating at the district level will continue.
5. MTSS model in place to continue to support student and provide enrichment opportunities.
6. Model for extended day and afterschool 21st century grant program will include both remediation and enrichment
7. Continue small group instruction model in reading and math to support student interventions and mandates required by HB1416

Curriculum, Instruction and Assessment Summary

Campus needs are being met through the implementation of data driven instructional adjustments in the classroom to address the needs of the students. Additionally, teachers will place an emphasis in cultivating active engagement through dynamic strategies that incorporate culturally relevant instructional materials and practices. Teacher observations and feedback will be given and monitored along with student data to adjust instructional methods that engage and push learners to academic success.

Family and Community Involvement

Family and Community Involvement Strengths

- Family friendly culture
- Family and community involvement events throughout the year
 - Open House, Grandparents Day, Fall Fun Day, Veterans Day, Awards, Spring Academic Night, Field Day, Field Trips, Junior Achievement, etc.
- Frequent parent contacts
- Remind 101 communication
- Service projects

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses

- Lack of parent participation in educational supports at home
- Lack of parent participation in campus events

Family and Community Involvement Needs

1. Promote ways to improve parent/teacher communication through increased use of Zoom, Remind, emails, and phone calls. All parents will receive a student progress meeting immediately following the first nine weeks reporting period.
2. Three programs will be held during the school year with invitations extended to families to attend.
3. Increasing numbers of students in poverty will focus campus attention on connections with community resources to assist families
4. The campus will continue to work with local agencies for food, clothing and medical assistance

Family and Community Involvement Summary

There is insufficient engagement from parents and community members in educational activities, support systems, and campus events. To tackle this, initiatives are needed to educate parents about supporting academics at home. Providing assistance to help parents grasp academic standards and track their child's progress is crucial. Additionally, enhancing communication and promoting events well in advance will encourage parents to participate. Establishing an active parent-teacher organization and offering events and ways for parents to get involved during various times of the day may encourage more involvement in campus initiatives.

School Context and Organization

School Context and Organization Strengths

- Students interests are placed first
- The Eagle Hub is used for campus information
- The Eagle Way is taught, practiced, and reinforced
- Eagle Expectation Posters are posted around the campus for common area expectations
- Remind is used for parents and staff communication
- Weekly newsletter, The Eagle is shared with campus updates and events
- Google forms for transportation changes and attendance excuses are provided for parents to use for ease of communication with the school. These forms are located on

Comprehensive Needs Assessment

School Context and Organization Strengths (Continued)

the website and the attendance excuse form is sent daily to parents of absent students.

School Context and Organization Weaknesses

- Grade level leaders are not involved with campus decision making process

School Context and Organization Needs

1. Increasing leadership roles for campus teachers
2. A culture of excellence and high expectations for teachers and students will be promoted on the campus through the monitoring of student progress in math and reading, as well as create collaborative processes to include STEM, science, and social studies.
3. Research-based materials will be utilized for MTSS programs.

School Context and Organization Summary

Grade level leaders should be appointed to serve on the campus leadership team to facilitate decision making, teacher input, and distribution of campus initiatives.

Technology

Technology Strengths

- 1:1 student ratio
- Digital signage for parents located in the entry of the school
- Smart Panels located in each classroom
- Technology training and support team is available when needed and requested
- Media Specialist - troubleshoot technology needs, provides technology and digital citizenship lessons to students

Comprehensive Needs Assessment

Technology Weaknesses

- Paperbased system for student records, RTI documentation, and teacher-parent communication documentation.
- Students lack basic foundation in typing skills
- Teacher classrooms do not have a hardwired phone in the classroom and the cell service is inconsistent.
- Lack of quality headphones with microphone and ear buds for student use

Technology Needs

1. The instructional technology department will be regularly scheduled to provide teacher training in areas of need as identified by staff.
2. A schedule to incorporate a new keyboarding and digital usage curriculum will be built into the day and facilitated through the media specialist
3. Explore options for phone communication in the classrooms
4. Purchase of high quality headphones with a microphone and ear buds.
5. Explore programs that offer electronic documentation of student information to streamline information from year to year (Ex: Branching Minds)

Technology Summary

Instructional technology plays a pivotal role in assisting teachers with identified needs. To address student typing deficiencies, keyboarding skills and lessons will be integrated during the school day and encouraged to practice at home. Additionally, investigating classroom phone communication solutions and procuring necessary technology like headphones will enhance learning environments. Exploring programs that facilitate electronic communication of student information aims to streamline data continuity across academic years.

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Goal 1. (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

Objective 1. (Improve, sustain, and support academic student performance at or beyond grade level.) Develop and implement a challenging, differentiated and engaging curriculum across all grade levels and content areas, with success measured by student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To improve upon academic achievement and growth in STAAR Domains 1-3, The school thoroughly reviews assessment and evaluation data and engages in continuous reflection to identify and develop appropriate instructional and remediation strategies (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,EB,SPED,AtRisk,504) (Strategic Priorities: 2) (ESF: 4,5)	Instructional Coach, Principal, Special Ed Teachers, Teacher(s)	August-May	(O)N/A	Criteria: Summative Assessments Formative Assessments CBAs, Benchmarks
2. Data Meetings: Assessment data disaggregated to examine the effectiveness of the curriculum and teaching strategies in addressing the learning needs of all students including: student progress, meets, and masters (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,H,W,AA,EB,SPED,AtRisk,504) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.3)	Instructional Coach, Principal, Special Ed Teachers, Teacher(s)	Aug-May	(O)N/A	Criteria: Formative / Summative: Lesson plan information, Google Classroom lesson plans, teacher evaluations, in-service sign-in sheets, CMC records of tutorial groups, at least one year's growth for student performance RenLearn Reading scores verify progress of at least a year's growth, students awarded for progress in reading
3. Teachers will place an emphasis on TEKS and higher order thinking skills that require students to apply their learning in meaningful, engaging activities in Tier 1 instruction. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,GT,AtRisk) (Strategic Priorities: 2) (ESF: 4,4.1)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Aug-May	(S)State Compensatory	Criteria: Summative: All subgroups in all grades will demonstrate at least one year's growth level performance; end of year STAR assessment results for reading and math levels; CBAs given every 9 weeks in reading, math, and science
4. Math teachers will implement the district problem solving model (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1)	Instructional Coach, Principal, Teacher(s)	Aug-May	(O)N/A	Criteria: Formative: Walk throughs, daily work, assessment data, Freckle, RenLearn

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Objective 1. (Improve, sustain, and support academic student performance at or beyond grade level.) Develop and implement a challenging, differentiated and engaging curriculum across all grade levels and content areas, with success measured by student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Incorporate writing into all subject areas as a way to develop their skills across different writing styles and genres. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1)	Instructional Coach, Principal, Teacher(s)	Aug-May	(S)State Compensatory	Criteria: Formative assessments of student work samples, data from short answer questions, student journal artifacts, Writing Workshop Model Conferences
6. Provide opportunities for staff to collaborate and plan in order to provide intentional focused lessons. a. Provide a schedule that accommodates weekly grade level meetings and planning time (FLEX and GL weekly planning time) b. DEC staff to assist in planning as needed (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.2,5.3)	Instructional Coach, Principal, Teacher(s)	Aug-May	(O)N/A	Criteria: Formative: Flex schedule, meeting agendas
7. Participate in professional development on best practices in teaching at risk, diverse backgrounds, and emergent bilingual learners. a. one to one observations from instructional coaches with debrief b. training on implementation of writing strategies c. training on implementation of differentiation including advanced and ELL information (Title I SW Elements: 2.4,2.5,2.6) (Target Group: ECD,EB,AtRisk) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1,5.2,5.4)	Instructional Coach, Principal, Teacher(s)	Aug-May	(F)Title III Bilingual / ESL	Criteria: Formative: Dates of observations and debriefs, number of teachers observed, notes from debrief, schedule of trainings, PD agenda and sign in sheet, Baseline walkthrough vs. end of year walkthroughs and level of questions Summative: 100% of the students show progress from initial CBA assessment Number and Percent of Indicators met on the State System Safeguards

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Goal 1. (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

Objective 2. (Improve, sustain, and support student attendance and decrease truancy) Implement campus wide incentives to improve student attendance and decrease truancy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide a variety of clubs/opportunities to reduce tardies, improve student attendance, improve student involvement, develop school pride and build student leaders.</p> <ul style="list-style-type: none"> • UIL • Student Council • Honor Choir • Running Club (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 3,4) (ESF: 3,3.3,3.4) 	<p>Assistant Principal(s), Counselor(s), Teacher(s)</p>	<p>Aug-May</p>	<p>(F)Title I</p>	<p>Criteria: Attendance of clubs School Attendance Tardy documentation</p>
<p>2. Students will be provided services through the counseling program to support social skills, academics, personal issues, and to improve student attendance and decrease truancy.</p> <ul style="list-style-type: none"> • Weekly SEL (Social-Emotional Learning) lessons in classrooms • Restorative Circles • Class Eagle Award for the class of the week • Eagle Feathers (Title I SW Elements: 2.4,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 4) (ESF: 5,5.4) 	<p>Counselor(s), Principal, Teacher(s)</p>	<p>Aug-May</p>	<p>(F)Title I, (L)Local Funds, (O)Activity Funds</p>	<p>Criteria: Counseling records Log of Class Eagle Award recipient, log of Eagle Feathers extra 10 of recess</p>
<p>3. Campus staff will review budget allocations to determine the most effective way to improve student attendance and decrease truancy.</p> <ul style="list-style-type: none"> *Prizes for students to purchase with the Eagle Bucks they earn for attendance. *Provide Incentives/Rewards to recognize and celebrate attendance and no tardies. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,H,W,AA,ECD,EB,SPED,AtRisk,Dys) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2) 	<p>Instructional Coach, Principal, Teacher(s)</p>	<p>Aug-May</p>	<p>(F)Title I, (L)Local Funds</p>	<p>Criteria: Attendance/truancy data, return of excuse/doctor's notes</p>
<p>4. Attendance concerns will be addressed with preventative efforts, home visits, and incentives. These will include:</p> <ul style="list-style-type: none"> *Daily phone calls when students are absent. *Parent conferences *Home visits 	<p>Assistant Principal(s), Counselor(s), Principal, Teacher(s)</p>	<p>Aug-May</p>	<p>(O)N/A</p>	<p>Criteria: Attendance data, excuse/doctor note data tracking</p>

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Goal 1. (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

Objective 2. (Improve, sustain, and support student attendance and decrease truancy) Implement campus wide incentives to improve student attendance and decrease truancy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
*Rewards for classroom attendance *Anderson All Stars *Google Form - Sent via email to absent student parents with opportunity to upload excuse/doctor's note. (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: All,H,W,AA,ECD,EB,AtRisk,Dys) (Strategic Priorities: 4) (ESF: 3,3.1,3.3)				

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Goal 1. (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

Objective 3. (Improve, sustain, and support the graduation rate and prepare college/career-ready students.) Teachers will be trained to develop a system with a 21st Century mind set and research instructional models that encompass 21st Century learning skills and develop a framework for implementation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 21st Century After School Program will support attendance and academic performance through their program. (Title I SW Elements: 2.6) (Target Group: All,ECD,CTE,AtRisk) (Strategic Priorities: 4) (ESF: 1.2,3,3.3)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	September - May	(O)N/A	Criteria: Attendance of the after school program, performance data (test score, report cards, etc.) of students that attend the after school program

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Goal 2. (Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 1. (Provide all students and staff members with a safe, supportive learning environment.) Provide a safe and secure environment for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All campus staff involved in: *Defend, Deny and Avoid strategy *Review district and campus safety plan. *training over saftey drills procedures expectations (fire, lock down, shelter in place, Stop the bleed, etc.) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2)	Assistant Principal(s), Principal, Teacher(s)	Aug-May	(F)Title I, (L)Local Funds	Criteria: Documented training and participation
2. All campus visitors are screened through VSoft and given a visitor name sticker to ensure safety of campus. *All LISD staff members wear badges for identification. *Background checks are performed on all subs and volunteers. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1)	Principal	Aug-May	(O)N/A	Criteria: Campus observation of proper identification systems
3. Signs posted on exterior doors *instructing visitors to enter through the main office *instructing students not to open doors for visitors *All interior doors are locked. *All exterior doors are locked except for main front entrance door. *All interior and exterior doors are inspected daily. *All exterior doors are numbered/lettered clockwise starting at the main front door and are visible from inside and outside of the building. (Title I SW Elements: 1.1) (Strategic Priorities: 1,4) (ESF: 1,1.1)	Assistant Principal(s)	Aug-May	(O)N/A	Criteria: Above proficient on routine door sweeps documentation, observations
4. School Resource Officer *makes routine campus visits *checks and documents interior and exterior door locks *assists with saftey drills	Assistant Principal(s), Principal	Aug-May	(O)N/A	Criteria: Log for door checks

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Goal 2. (Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 1. (Provide all students and staff members with a safe, supportive learning environment.) Provide a safe and secure environment for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
*communicates with Principal and Campus Safety Coordinator (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1)				
5. Regular drill procedures are taught, scheduled and conducted schoolwide. These drills include: *Hold *Lockout *Site Evacuation *Fire Evacuation *Shelter in Place *Lockdown (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2)	Assistant Principal(s), Principal, Teacher(s)	Aug-May	(O)N/A	Criteria: Observations and campus calendar

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Goal 2. (Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 2. (Safe learning environment supported through PBIS instruction, prevention, & intervention practices) Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Anti-bullying platform campus wide *Restorative circles and practices used for individual, group, and classroom harm repair and relationship building. *Kindness Week is celebrated. *SEL/Quaver weekly lessons (Title I SW Elements: 2.4) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug-May	(F)Title I	Criteria: Observation, training, counselor notes and log
2. Students participate in lessons on cyber bullying. *Media Specialist uses the Common Sense Media curriculum to focus on cyber bullying lessons periodically throughout the school year. *Reinforcement of anti-bullying in student meetings (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)	Assistant Principal(s), Principal, Teacher(s)	Sept-May	(O)N/A	Criteria: Discipline data, counseling logs
3. Behavior Support Paraprofessional on campus to assist and support students with behavior challenges and offer strategies for social emotional learning. (Title I SW Elements: 2.4,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 2,2.1,3,3.2,3.3)	Assistant Principal(s), Counselor(s)	Aug-May	(O)N/A	Criteria: Discipline Data, observations
4. Quiet Start is provided for students who need access to a supportive, calm setting to start their day. (Title I SW Elements: 2.4,2.6) (Target Group: ECD,SPED,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3)	Assistant Principal(s), Counselor(s)	Sept-May	(O)N/A	Criteria: Discipline Data, counseling log

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Goal 2. (Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 3. (All students are provided with a comprehensive guidance program) Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff members are provided with training for working with students of poverty and for working with students that have experienced trauma. (Title I SW Elements: 1.1,2.1,2.4) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.3)	Counselor(s)	Sept.-May	(O)N/A	Criteria: Observation data, counseling logs, discipline data
2. Teachers are provided social emotional lessons that are taught weekly to help students understand how to cope and interact with daily challenges. (Title I SW Elements: 2.4,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.3)	Counselor(s), Teacher(s)	Aug-May	(O)N/A	Criteria: Discipline data, counseling logs, observations

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Goal 3. (Positive Working Environment) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 1. (Develop Students who are strong leaders and responsible citizens) Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a variety of clubs/opportunities to improve student involvement, develop school pride and build student leaders such as: <ul style="list-style-type: none"> • UIL • Student Council • Honor Choir • Running Club (Title I SW Elements: 2.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Sept-May	(F)Title I, (O)Activity Funds	Criteria: Observations, meeting minutes/agendas, sign in sheets

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Goal 3. (Positive Working Environment) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 2. (Parents/Families encouraged to be actively involved in their children's education.) Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The school will actively communicate with parents and the community about the campus social and academic progress of students through a variety of methods: Meet the Teacher, Progress Reports/Report Cards, Campus Award Ceremonies, Open House, Grandparents Day, PTK Meetings, Website, Remind App, Parent Conferences, Anderson All Stars, Home Visits, Fall Festival, 5th Grade LMS transition night, Field Day. (Title I SW Elements: 2.1,2.3,2.6,3.1,3.2) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2,4) (ESF: 3,3.3,3.4)</p>	<p>Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Teacher(s)</p>	<p>Aug-May</p>	<p>(F)Title I, (L)Local Funds, (S)State Compensatory</p>	<p>Criteria: Teacher/Campus Newsletters, lesson plans, progress reports/report cards, observations of student performance, community and parent participation of events</p>
<p>2. The school establishes links to the community in academic, social, and personal endeavors of students: Services - Burke Center, LOVE Inc., Salvation Army, Junior League of Lufkin, etc. Academic Support - Museum of East Texas, Ellen Trout Zoo, Houston Livestock Art Show CISC - Backpack Buddies Food Drive Angelina College Volunteers Pennies for Patients (Title I SW Elements: 2.1,2.3,2.6,3.1) (Target Group: All,ECD,SPED,AtRisk) (Strategic Priorities: 3,4) (ESF: 3,3.3,3.4)</p>	<p>Counselor(s), Principal, Teacher(s)</p>	<p>Aug-May</p>	<p>(F)Title I, (L)Local Funds, (O)Activity Funds</p>	<p>Criteria: Sign in sheets, counseling logs, backpack buddy data/logs</p>

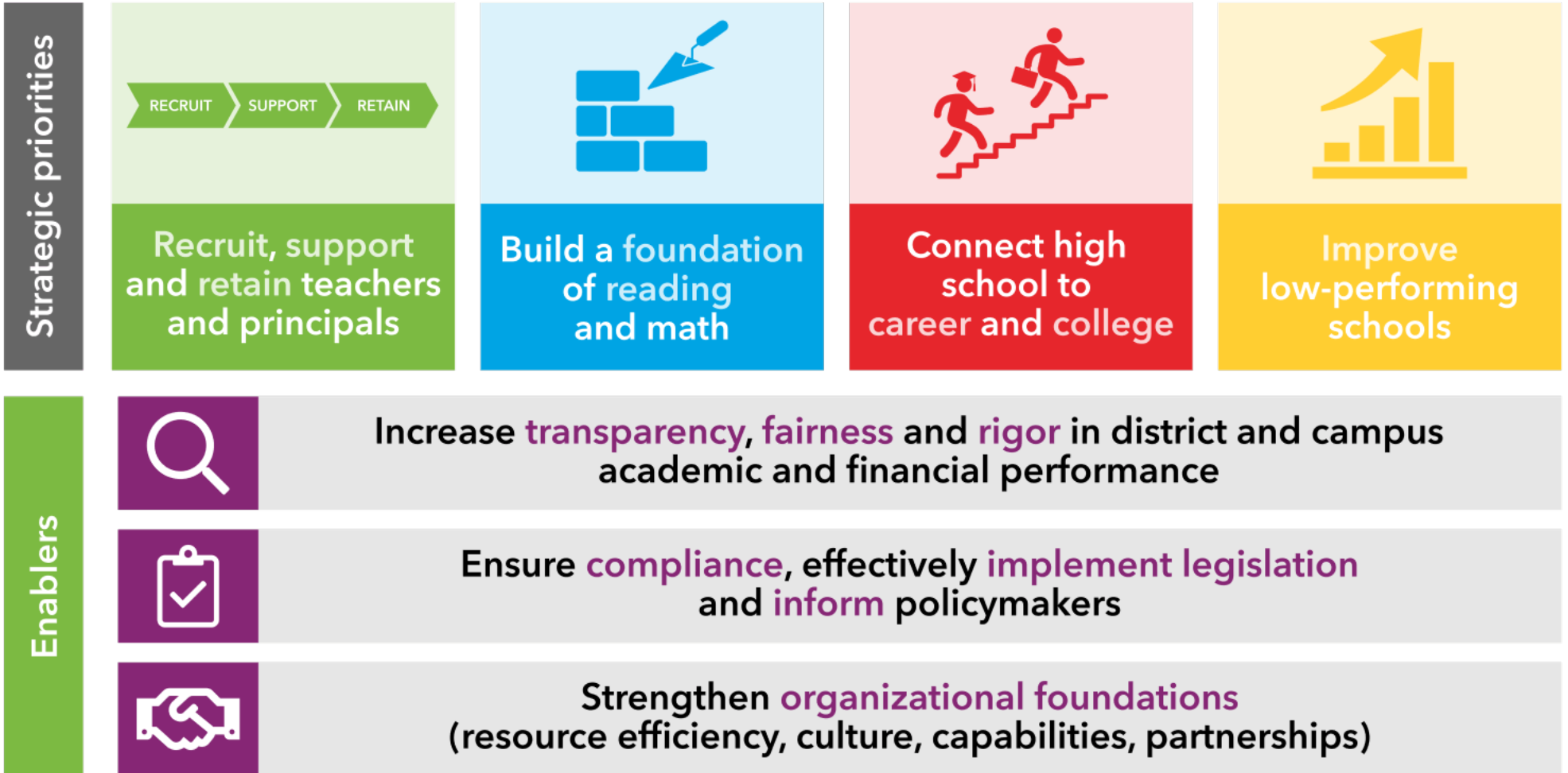
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Goal 3. (Positive Working Environment) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 3. ((PLCs) Professional Learning Communities Participate in Improving Student Performance) Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will participate in PLCs to grow professionally and improve student performance in a variety of settings: *Working Wednesdays/Flex Schedule *Wednesday after school PLC meetings (Academic, Social, & Technology Strategies) *District provided webinars & Curriculum & Instruction Zoom support/PLC *Campus assigned mentors (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All,ECD,EB,SPED,GT,AtRisk) (Strategic Priorities: 1,3,4) (ESF: 1,1.1,1.2,3.1,4,4.1,5,5.1,5.4)</p>	<p>Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Teacher(s)</p>	<p>Aug-May</p>	<p>(O)N/A</p>	<p>Criteria: Teacher evaluations, classroom observations, campus data (assessment, discipline, counseling)</p>
<p>2. Teachers participate PLC and professional development opportunities and to learn strategies to improve instruction of Emergent Bilingual students (Title I SW Elements: 1.1,2.5,2.6) (Target Group: EB) (Strategic Priorities: 2,4) (ESF: 4,4.1)</p>	<p>Instructional Coach, Principal, Teacher(s)</p>	<p>Aug-May</p>	<p>(S)State Compensatory</p>	<p>Criteria: Meeting minutes, agendas, sign in sheets, observations of strategies used in classrooms, walkthrough data</p>

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Required Components for Title I School-Wide

ESSA Components: A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency" Section 1114 (b)(6)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators..." Section 1114 (b)(2)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand" Section 1114 (b)(4)

REQUIRED. A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)" Section 1114 (b)(5)

REQUIRED. A schoolwide program shall develop a comprehensive plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards" Section 1114 (b)(7)(A)(i-iii)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards" Section 1114 (b)(3)

There are specific Title I, Part A staffing requirements for paraprofessionals and teachers. [Section 1112 (e)] All paraprofessionals assigned to Title I, Part A schoolwide campuses must continue to meet federal standards; Teachers assigned to Title I, Part A school campuses must meet applicable state certification requirements.